

The New Digital Scholar

Exploring and Enriching the Research
and Writing Practices of NextGen Students

Edited by
Randall McClure and James P. Purdy

asis&t

ASIST Monograph Series

Published on behalf of the
American Society for Information Science and Technology by



Information Today, Inc.

Medford, New Jersey

First Printing, 2013

The New Digital Scholar: Exploring and Enriching the Research and Writing Practices of NextGen Students

Copyright © 2013 by American Society for Information Science and Technology

All rights reserved. No part of this book may be reproduced in any form or by any electronic or mechanical means, including information storage and retrieval systems, without permission in writing from the publisher, except by a reviewer, who may quote brief passages in a review. Published by Information Today, Inc., 143 Old Marlton Pike, Medford, New Jersey 08055.

Publisher's Note: The author and publisher have taken care in the preparation of this book but make no expressed or implied warranty of any kind and assume no responsibility for errors or omissions. No liability is assumed for incidental or consequential damages in connection with or arising out of the use of the information or programs contained herein.

Many of the designations used by manufacturers and sellers to distinguish their products are claimed as trademarks. Where those designations appear in this book and Information Today, Inc. was aware of a trademark claim, the designations have been printed with initial capital letters.

Library of Congress Cataloging-in-Publication Data

President and CEO: Thomas H. Hogan, Sr.
Editor-in-Chief and Publisher: John B. Bryans
ASIST Monograph Series Editor: Samantha Hastings
VP Graphics and Production: M. Heide Dengler
Managing Editor: Amy M. Reeve
Editorial Assistant: Brandi Scardilli
Cover Designer: Lisa Conroy
Copyeditor: Dorothy Pike
Proofreader: Penelope Mathiesen
Indexer: Heather Hedden

www.infotoday.com

Contents

Foreword	xi
<i>Alison J. Head and Michael B. Eisenberg</i>	

Acknowledgments	xv
----------------------------------	-----------

Introduction: Understanding the NextGen Researcher	1
<i>Randall McClure and James P. Purdy</i>	

PART ONE: NextGen Students and the Research-Writing “Problem”

Chapter 1: Min(d)ing the Gap: Research on the Information Behaviors of NextGen Students	19
<i>Randall McClure</i>	

The New Digital Scholar and Information Behavior	19
Good and Bad Behavior	21
Why Research Research?	23
Fact, Fiction, or Fantasy	29
Minding the Gap	35

Chapter 2: The Research Paper Project in the Undergraduate Writing Course	41
<i>Karen Kaiser Lee</i>	

Origins of the Research Paper Assignment	43
Critiques of the Research Paper Assignment	45
Critiques From Students	48
Responses From the Past	51

More Recent Responses	53
Conclusion	58

Chapter 3: Professional Statements and Collaborations to Support the New Digital Scholar 65

John Eliason and Kelly O'Brien Jenks

Organizational Statements on Information Literacy	66
Research and Scholarship on Information Literacy	70
Local and Regional Collaborations	79
Conclusion: A Future of Collaborative Possibilities	80

Chapter 4: Fighting for Attention: Making Space for Deep Learning 83

Brian Ballentine

Plasticity and Memory	86
Deep Learning in a Hyper Space	92
Web 2.0, Zotero, and the Changing Face of Research Spaces	94
Plagiarism, Digital Libraries, and Digital Searches	97
The Future of Deep Learning: Research and Writing Within New Structures	99

PART TWO: Explorations of What NextGen Students Do in the Undergraduate Writing Classroom

Chapter 5: Sentence-Mining: Uncovering the Amount of Reading and Reading Comprehension in College Writers' Researched Writing 109

Sandra Jamieson and Rebecca Moore Howard

Background	112
Methods	114
Findings	119
Discussion	123
Conclusion	127

Chapter 6: Scholarliness as Other: How Students Explain Their Research-Writing Behaviors	133
<i>James P. Purdy</i>	
Beyond Catch and Release	133
Studying Student Research Practices	135
Tensions in What Students Say and Do	137
Conclusion: Moving Beyond a Scholarly/Nonscholarly Binary	150
Appendix A: Research Practices Questionnaire	155
Appendix B: Digital Research Skills Assessment	157
Chapter 7: Can I Google That? Research Strategies of Undergraduate Students	161
<i>Mary Lourdes Silva</i>	
Objective	163
Methods	164
Results and Discussion	167
Implications	176
Appendix A: Handout on Navigational Strategies	180
Appendix B: Handout on Self-Regulated Learning Strategies	184
Chapter 8: Encountering Library Databases: NextGen Students' Strategies for Reconciling Personal Topics and Academic Scholarship	189
<i>Ruth Mirtz</i>	
Literature Review	190
Methods: Following Students' Searching Processes	194
Results: Library Databases as Mazes	195
Implications	200
Conclusion	205

**PART THREE: Pedagogical Solutions to Enrich the
Research and Writing Practices of
NextGen Students**

**Chapter 9: Undergraduate Research as Collaborative
Knowledge Work 211**

Christa B. Teston and Brian J. McNely

Looking at, Not Through, Technologies 213
Positioning Students as Knowledge Workers 214
One Pedagogical Approach 216
One Pedagogical Approach, Critiqued 217
Students as Knowledge Workers 223
Conclusion 226
Appendix: White Paper Assignment Description 230

**Chapter 10: Re-Envisioning Research: Alternative Approaches
to Engaging NextGen Students 233**

Rachel A. Milloy

What Students' Self-Assessments Reveal 233
What Students Say About Research 236
Re-Envisioning Research Assignments 240
Conclusion 246
Appendix A: Writing Response Prompt 249
Appendix B: Wordling Keywords Assignment 249
Appendix C: Digital Annotated Blogbiography
Assignment 250
Appendix D: Digital Fieldwork Assignment 251

Chapter 11: Embracing a New World of Research 253

David Bailey

Echoes of the Fourth Paradigm 253
Seeds of Aggregation and a Change in Philosophy 257
Rethinking the Norms: Tools for the Fourth
Paradigm Classroom 260

Confronting the Naysayers: Justifying Fourth
Paradigm Structures 268

**Chapter 12: NextGen Students and Undergraduate
Ethnography: The Challenges of Studying
Communities Born Digital 271**

Neil P. Baird

A Culture of Undergraduate Research 272
The Challenge of Studying Communities Born Digital 274
Studying Undergraduate Ethnographers 276
“I Left His Online World”: Amber’s Boyfriend as
Postnational Subject 277
“A Game Within a Game! LOL”: Seth and the Vertigo
of Second Life 281
Moving Beyond Representing “Mere Shadows of
Struggling Lives” 284
Conclusion 286

**PART FOUR: Programmatic Solutions to Enrich the
Research and Writing Practices of
NextGen Students**

**Chapter 13: Teaching Researching in the Digital Age: An
Information Literacy Perspective on the New
Digital Scholar 295**

Barry M. Maid and Barbara J. D’Angelo

Research Becomes Information Literacy: Creating
the Context 295
Intertwined Processes 300
Conclusion: Developing an Information Literacy-Based
Curriculum for the Digital Age 310

**Chapter 14: Teaching and Assessing Research Strategies
in the Digital Age: Collaboration Is the Key 313**

Thomas Peele, Melissa Keith, and Sara Seely

The Value of Library–Writing Program Partnerships	314
Turning on the PoWeR: The Project Writing and Research Program	317
Assessing PoWeR	319
The Next Phase of PoWeR	325
Conclusion	325
Appendix A: Spring 2009 Portfolio Assessment Rubric of Students’ Research Abilities	328
Appendix B: Fall 2009 Portfolio Assessment Rubric of Students’ Research Abilities	329
Appendix C: Spring 2010 Portfolio Assessment Rubric of Students’ Research Abilities	330
Chapter 15: Understanding NextGen Students’ Information Search Habits: A Usability Perspective	331
<i>Patrick Corbett, Yetu Yachim, Andrea Ascuena, and Andrew Karem</i>	
Literature Review	333
Usability Test Methodology and Design Prototypes	335
Study Results: The Influence of the “Google Effect”	341
The Struggle of NextGen Students Using LastGen Interfaces	344
Usability Studies as a Programmatic Solution	345
Chapter 16: Remixing Instruction in Information Literacy	349
<i>Janice R. Walker and Kami Cox</i>	
Who Says There’s a Problem?	350
Just in Time	353
The LILAC Project	355
Information Literacy Instruction Now and for the Future	360

Conclusion: The New Digital Scholar and the Production of New Knowledge	369
<i>James P. Purdy and Randall McClure</i>	
About the Contributors	377
About the Editors	385
Index	387

